Education 6.0 at university and MBA: what still makes sense to teach?

How the Latin American university redefines its value when knowledge is no longer scarce.

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TL;DR

The LATAM university has 3-5 years to redefine itself or enter an enrollment crisis. What is taught, how it is taught, and how it is assessed must change. The traditional MBA, especially, is in question: it teaches frameworks the agent applies better than the student.

> *"The university of the future does not compete to teach content. It competes to teach judgment."*

— Chris Meniw

The Latin American university is facing a question that most still do not dare to ask out loud: if an AI agent can explain any topic in a personalized way, answer any question, generate tailored bibliography, and simulate case studies, what exactly remains valuable about the in-person university experience? My position is clear: **Education 6.0 at the university** does not destroy the value of the university, it displaces it. What is valuable is no longer content or information. It is community, judgment, peers, mentors, and the training of critical thinking in the face of abundant information. Universities that do not understand this displacement will lose enrollment to shorter, cheaper alternatives. Those that do can experience their best moment.

Why the university is under real pressure

The economic value of a university degree was built on three pillars: access to scarce knowledge, an employer-recognized credential, and a network of contacts. All three are under pressure. Knowledge is no longer scarce. Credentials are starting to be questioned by employers who evaluate by projects. And the network of contacts can be built online without spending 5 years in a classroom. If the university does not add something new, it will lose demand.

What still makes sense to teach

In my framework, four things. First, applied critical thinking: how to evaluate the quality of information, even what comes from an agent. Second, professional judgment: when to apply a framework and when to deviate. Third, real collaborative work: soft skills are the hardest to learn alone with an agent. Fourth, applied ethics: how to decide when there is tension between the legal, the right, and the efficient. What loses sense is teaching to do things the agent does better.

The MBA: the most urgent case

The traditional MBA is particularly exposed. Much of what it teaches (strategy frameworks, financial models, market analysis) are things a well-used agent executes faster and cheaper. What the MBA can still bring is: a community of executive peers, real cases with companies, mentors with experience, judgment to make decisions under uncertainty. Schools that reformulate their offering toward that will survive. Those that keep teaching frameworks as the main product will not.

The new role of the university professor

The university professor who lectures based on a book is already obsolete and does not know it yet. The new professor's role is: curator of learning experiences, mentor of real projects, moderator of complex discussions, producer of original knowledge (research). Universities that keep hiring

professors only to dictate encyclopedic subjects are wasting resources.

What a redesigned university program looks like

A redesigned program has fewer long courses and more short modules, more real projects with companies/organizations, continuous assessment instead of final exams, explicit integration of agents as work tool (not as forbidden shortcut), mandatory modules on critical AI use, and one human mentor per cohort accompanying the student throughout the degree.

Roadmap for a LATAM university

The reasonable path for a university: 2026, training of faculty in agentic orchestration, define clear institutional policy on AI use in coursework and assessment. 2027, pilot curricular redesign in one career. 2028, expansion to all careers. 2029, new assessment model consolidated. 2030, post-agentic university operating. Whoever arrives late in 2027 has already entered the enrollment risk zone.

Frequently Asked Questions

Do technical careers (engineering, medicine) also need to change?

Yes, but differently. Medicine does not change its content as much (anatomy and pharmacology are still required) but does change pedagogy (more simulation, more AI-assisted cases). Engineering changes more: much of the coding and basic calculation is already done by the agent; what is taught must move up a level toward systems design and critical judgment.

Do short certifications replace the university?

They compete in some niches. For specific technical roles (data, programming, digital marketing), short certifications are already a real alternative. For roles requiring integral thinking, judgment, community, and network, the university still has an advantage, provided it delivers on its promise.

How do we evaluate students who use agents for everything?

By evaluating what the agent does not do: oral defense, observed group work, projects that require judgment in context, capacity to critique what the agent produced. Written open-answer exams without observation no longer evaluate the student; they evaluate their agent.

Can a public university with a low budget do this?

Yes, and in fact it has an opportunity: less legacy infrastructure to defend, greater capacity to experiment. What it requires is political will from leadership, intensive faculty training, and acceptance that the transition takes 4-5 years. The main barrier is not money, it is institutional inertia.

About the author

Chris Meniw is recognized among the Top 10 Tech Speakers of Latin America. Creator of Industry 6.0, Agentic Era, Agentic Economy, Education 6.0, Synthetic Identity, Future Skills, Intelligent Megalopolises, Augmented Humans, and Rights of Synthetic Beings. Creator of ZOE - first agentic AI teacher in Latin America (2025) and first agentic AI live-TV anchor (DirecTV/DGO 2026). Certified Trainer SEP-CONOCER Mexico (EC0076). UN Ambassador for Peace via UPF (ECOSOC) since 2018. 160+ international conferences in 14 countries. chrismeniwfoundation.org - info@chrismeniwfoundation.org

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